

NJDOE MODEL CURRICULUM

CONTENT AREA: Music	GRADE: 12	UNIT #: 1	UNIT NAME: Creative Process
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Identify the meter of two or more musical examples, (i.e., 2/4, ¾, 4/4, 6/8, etc.) and replicate selected rhythm patterns from a musical example.	1.1.12.B.1 and 1.1.12.B.2
2	Identify and distinguish between a single melodic line, a single melodic line with harmonic accompaniment, a progression of chords, or a combination of melody and harmony.	1.1.12.B.1 and 1.1.12.B.2
3	Create a simple 8 bar melody with harmonic accompaniment and – perform it with classmates.	1.1.12.B.1
4	Aurally and visually identify melodic and/or rhythmic motifs and identify changes in time signature, tempo, rhythm, melody, harmonic and timbre that are the same, different and/or recurring.	1.1.12.B.1
5	Identify the genre and historical period and culture of various musical selections, using identifying elements such as tempo, rhythm, melody, harmony and timbre.	1.1.12.B.1 and 1.1.12.B.2
6	Compose a piece of music of consisting of at least 64 measures illustrating a theme, at least one variation on the theme or re-write/arrange the musical theme/melody/motif from a non-western culture in a western music genre or style.	1.1.12.B.1

Code #	NJCCCS
	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
1.3.12.B.1	<p>Content Statement: Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era.</p> <p>Cumulative Progress Indicator: Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.</p>

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1.1.12.B.2

Content Statement: Musical proficiency is characterized by the ability to sight-reading advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions.

Cumulative Progress Indicator: Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

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